



FACTORS INFLUENCING THE PERFORMANCE OF ELEMENTARY SCHOOL TEACHERS: A SYSTEMATIC REVIEW

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ABSTRACT

This study systematically reviews literature from Web of Science, Scopus, and Google Scholar (2000-2023) to examine factors influencing elementary school teachers' performance, which critically impacts student learning outcomes, particularly under India's NEP 2020 framework emphasizing experiential learning. Following PRISMA 2020 guidelines, 52 relevant studies were selected from an initial pool of 251 papers identified using "Teacher Performance" AND "Elementary" search terms, excluding non-English publications and press articles. The analysis reveals five key determinants of teacher effectiveness: principal leadership (including transformational approaches and supportive supervision), work environment (encompassing school climate and infrastructure), teacher motivation (through job satisfaction and incentives), training and development (focusing on competency and self-efficacy), and school resources (including materials and support systems). These interconnected factors collectively contribute to developing more dedicated and effective educators capable of enhancing student achievement. While the findings suggest significant opportunities for improving teaching performance, the study acknowledges limitations in its database coverage and temporal scope, indicating avenues for more comprehensive future research to further explore these critical dimensions of teacher effectiveness in elementary education contexts.

KEYWORDS: Elementary School Teachers, Factors, Performance of Elementary School Teachers, PRISMA

INTRODUCTION

Teacher performance is a critical determinant of student learning outcomes and overall school effectiveness (Afandi et al., 2021). As elementary education forms the foundation for lifelong learning, understanding the factors that enhance teacher performance becomes particularly important. Recent education reforms have emphasized how teacher development directly improves classroom instruction and student achievement (Parise & Spillane, 2010). Teacher performance encompasses the demonstration of professional competencies through classroom behaviors, instructional strategies, and assessment practices that collectively influence educational quality.

This study employs a systematic review methodology to synthesize existing research on factors affecting elementary teachers' performance. Unlike traditional literature reviews, systematic reviews follow rigorous, transparent protocols to analyze multiple studies, making them valuable for evidence-based decision-making (Brettell, 2009; Oakley, 2002). Our review identifies four key factors that significantly influence teacher effectiveness.

First, leadership styles profoundly impact teacher performance. Studies demonstrate that transformational leadership (Wiyono, 2007), leadership efficacy (Supriadi & Suryana, 2021), and principal integrity (Verawati Wote & Sero, 2021) enhance teachers' professional motivation and competence. Second, school environment—including organizational climate, resources, and collegial relationships—plays a crucial role, as evidenced by research on pandemic-era teaching challenges

(Sayman & Atienzar, 2023; Sari et al., 2021). Third, motivation and job satisfaction significantly affect performance. Studies highlight how intrinsic motivation and professional fulfillment (Susanti et al., 2021; Yunarti et al., 2020) contribute to teaching quality. Fourth, support systems—including supervision (Rohartini & Sutarsih, 2021), professional development (Nasrulloh et al., 2022), and workplace resources (Fitriani et al., 2022)—collectively enable teachers to perform effectively. By analyzing these interconnected factors, this review study will provide educators and policymakers with evidence-based insights for improving teacher performance. It also identified research gaps needing further investigation, particularly regarding how these factors interact in diverse educational contexts. The findings have important implications for developing targeted interventions that enhance teaching quality and, consequently, student learning outcomes in elementary education.

METHODOLOGY

PRISMA, a method for systematic research synthesis, was used in this study. In summary, PRISMA, or Preferred Reporting Items for Systematic Review and Meta-Analysis, is a process that involves integrating, reinterpreting, summarising, and merging sets of chosen academic works from a variety of domains (Lipsey & Wilson, 2001). Determining the impact of variables related to elementary school teachers' performance was the shared objective of all the included research. The review covers research publications that were indexed in the WoS, Scopus, and Google Scholar databases were published between 2000 and 2023. Using the search terms "Teacher

Performance” AND “Elementary,” 251 research papers were found for the first phase of the study. To ensure the quality of the review, we disregarded conference papers, press pieces, and non-English publications. We chose 52 research publications for this review by adhering to the 2020 Preferred Reporting Items for Systematic Review and Meta-Analysis Protocols (PRISMA) declaration after carefully evaluating each record in light of the study’s goal and scope. We separated the research further into two categories: internal and external characteristics that are related to elementary school teachers’ performance. The effectiveness of primary instructors that impacted their choice to become teachers was determined by comparing these two-dimensional parameters.

DATA COLLECTION, INCLUSION CRITERIA AND EXCLUSION CRITERIA

A total of 106 records were found and gathered through database searching, including studies from SCOPUS (n = 129), Web of Science (n = 25), and Google Scholar (n = 106). An additional 21 records were found using Google, another source. There were 251 records remaining after deleting duplicates. 159 records in total were disregarded. 37 full-text articles were eliminated based on inclusion-exclusion criteria out of the 92 full-text papers that were evaluated. Three complete articles were eliminated from the 55 studies that were a part of the qualitative evaluation due to the study’s limitations. In the end, 52 publications were chosen for the research.

The following inclusion criteria were used to determine which studies were to be included in the study.

1. Studies conducted between 2000 to 2023.
2. Studies conducted on the performance of Elementary teachers.
3. Studies in the form of articles only.
4. Studies found in SCOPUS, Web of Science and Google Scholar.
5. Studies related to the objective of the study.
6. Studies published English.

The following exclusion criteria were used to determine which studies were to be excluded in the study.

1. Studies does not have any relation with the objective of the study.
2. No access to full-text article.
3. Abstracts that do not fulfil the scope of the study.
4. Articles in other language other than English
5. Articles in Press and conference papers

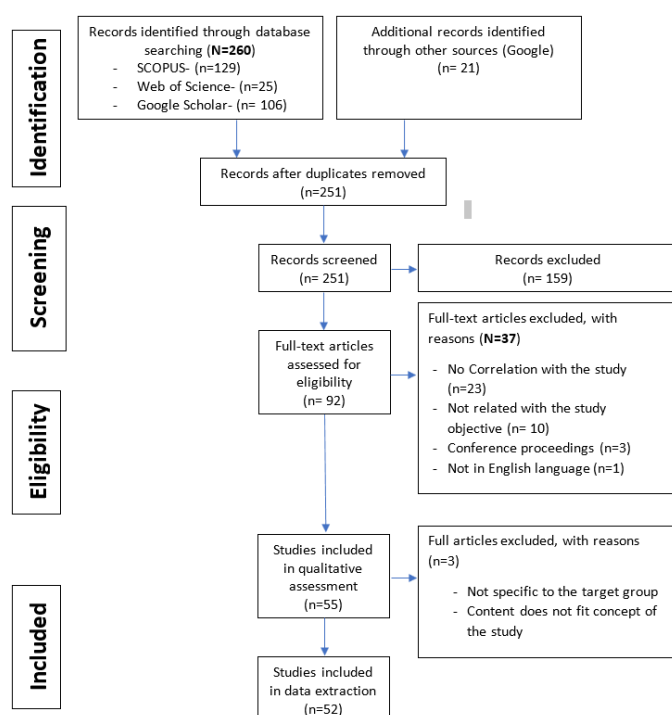


Figure 1: PRISMA Framework (Preferred Reporting Items for Systematic Review and Meta-Analysis)

Sl. No.	Country	Records
1	Indonesia	10
2	United States	9
3	Philippines	7
4	Turkey	5
5	Pakistan	3
6	China	3
7	Greece	2
8	India	2
9	Denmark	1
10	Jamaica	1
11	Portugal	1
12	Nepal	1
13	Sweden	1
14	Italy	1
15	Cyprus	1
16	Istanbul	1
17	Canada	1
18	Korea	1
19	Singapore	1
	Total	52

Table-1: Country-Wise study record

Sl. No.	Title	Citations
1.	School climate and social–emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy.	616
2.	Efficacy Beliefs as Determinants of Teachers’ Job Satisfaction.	428

3.	Teacher job satisfaction: the importance of school working conditions and teacher characteristics	200
4.	Job satisfaction among school teachers in Cyprus	163
5.	Teacher Learning and Instructional Change: How Formal and On-the-Job Learning Opportunities Predict Change in Elementary School Teachers' Practice	163
6.	Chronic Teacher Turnover in Urban Elementary Schools	151
7.	Personal characteristics and job satisfaction of Greek teachers	145
8.	The Role of Teachers' Self- and Collective-Efficacy Beliefs on Their Job Satisfaction and Experienced Emotions in School	54
9.	Examining Relationship between Teachers' Self-efficacy and Job Satisfaction	50
10.	Job Satisfaction Among Turkish Teachers	40

Table 2: Top Citations

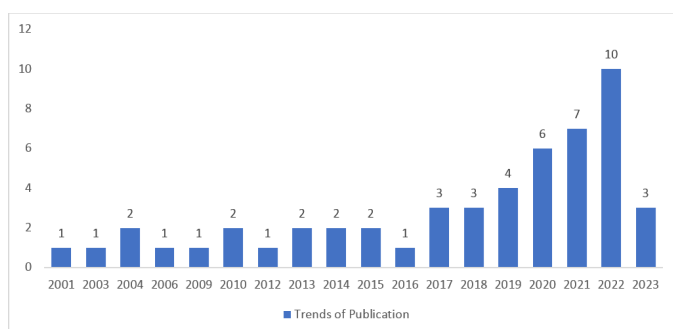


Figure 2: Year-wise (2000-May 2023) research article distribution (n=52)

FINDINGS

1. Leadership Impact

Studies demonstrate that leadership approaches significantly affect teacher performance. Transformational leadership enhances motivation (Wiyono, 2007; Ahmed et al., 2021), while principal integrity and leadership style correlate with effectiveness (Verawati Wote & Sero, 2021). Servant leadership improves performance (Waruwu, 2019), and effective supervision enhances teaching quality (Rohartini & Sutarsih, 2021). However, management methods alone show no meaningful correlation (A. Borgoños, 2022), suggesting leadership quality matters more than style.

2. School Environment

Supportive school climates (Villarino, 2018) and adequate infrastructure (Sari et al., 2021) significantly impact performance. The COVID-19 pandemic revealed environmental influences (Sayman & Atienzar, 2023), while incentive systems (Kalsoom et al., 2017) and work discipline (Fudiyah et al., 2021) emerged as key factors. Interpersonal relationships and locus of control affect job satisfaction (Sembiring & Purba, 2019), which influences performance.

3. Professional Competence

Teacher competency directly impacts effectiveness (Nasrulloh et al., 2022), with certified teachers outperforming peers (Sultan Amai Gorontalo et al., 2020). Bachelor's degree holders demonstrate superior competence across domains (Manu et al., 2020). Transformational leadership combined with competence and self-efficacy correlates with performance (Masriah, 2022).

4. Motivation and Job Satisfaction

Job motivation strongly correlates with performance (Susanti et al., 2021; Au Hurit et al., 2022), as does job satisfaction (Wolomasi et al., 2019). However, work attitude alone shows no discernible impact (Hermogeno & Dulos, 2022), suggesting motivational complexity. Achievement motivation demonstrates strong positive relationships (Sumantri & Whardani, 2017).

5. Support Systems

Social support enhances effectiveness (Novitasari et al., 2021), while professional learning communities improve collaboration (Afandi et al., 2019). Teacher empowerment through distributed leadership increases commitment (Alhassan & Alhassan, 2022). Lower stress levels correlate with better performance (Yunarti et al., 2020).

DISCUSSION

The research reveals that teacher performance is multidimensional, with factors interacting dynamically. Leadership quality creates conditions for effectiveness, particularly when combined with academic supervision (Ummah & Bahri, 2020). Transformational leadership's intellectual stimulation significantly enhances motivation (Wiyono, 2007, 2017). Environmental factors became particularly salient during the pandemic, demonstrating the importance of adaptable school climates (Sayman & Atienzar, 2023). Infrastructure and work conditions affect performance both directly and through motivation (Fitriani et al., 2022). Competency and certification show consistent positive relationships, with higher qualifications correlating with better performance (Manu et al., 2020). Pedagogical, professional, and social competencies all contribute (Nasrulloh et al., 2022). Motivation operates through multiple pathways, with job satisfaction mediating the impact of work environment on performance (Fitriani et al., 2022). Younger teachers and those with higher education show greater motivational responsiveness (Can, 2015). Support systems buffer against stress while enhancing effectiveness. Collaborative learning initiatives particularly impact achievement (Affandi et al., 2019), and teacher empowerment strengthens dedication (Alhassan & Alhassan, 2022).

SUGGESTIONS

1. School administrators need comprehensive training in transformational leadership techniques to better motivate staff (Wiyono, 2007). Developing visionary leadership in principals inspires educational excellence (Khuluqo & Cholikh, 2022), while distributed leadership builds capacity among teachers (Alhassan & Alhassan, 2022).

2. Creating supportive environments with adequate resources (Sari et al., 2021) and incentive systems (Kalsoom et al., 2017) boosts effectiveness. Team-building activities foster collaboration (Villarino, 2018), while comfortable workspaces enhance daily teaching (Marsen et al., 2021).
3. Needs-based training programs (Suyitno et al., 2017) and updated certification (Gorontalo et al., 2020) maintain teaching excellence. Advanced studies and creative methodology training (Fadhilah et al., 2022) keep educators current.
4. Recognition programs (Krisdiani et al., 2021) addressing both intrinsic and extrinsic motivation (Fe M. Labrador, 2023), plus stress management (Yunarti et al., 2020) and work-life balance policies (Chen, 2010) sustain teacher engagement.
5. Professional learning communities (Afandi et al., 2019) and strengthened peer networks (Novitasari et al., 2021) provide essential support. Regular supervision (Rohartini & Sutarsih, 2021) and counseling services (Putu Nanci Riastini et al., 2021) maintain wellbeing.
6. Regular appraisals (Afandi et al., 2021) and ethical supervision (Rahmah et al., 2021) drive improvement. Climate monitoring (Abidin et al., 2022) and barrier removal (Putu Nanci Riastini et al., 2021) optimize conditions.
7. Open communication channels (A. Borgoños, 2022) and teacher collaboration (Afandi et al., 2021) improve instruction. Strong parent partnerships (Putu Nanci Riastini et al., 2021) and transparent cultures (A. Borgoños, 2022) strengthen school ecosystems.

CONCLUSION

Teacher effectiveness is fundamental to quality elementary education. Research identifies several key factors influencing performance: principal leadership, teacher motivation, work environment, professional development, and school resources. While not all elements are controllable, strategic interventions can significantly improve outcomes. Three priority areas emerge: First, developing transformational school leadership through targeted training empowers principals to better support teachers. Second, cultivating positive school environments with adequate resources and collaborative cultures enhances teacher effectiveness. Third, implementing ongoing, needs-based professional development ensures teachers remain current with best practices. Practical steps include providing leadership training, fostering supportive school climates, ensuring access to modern teaching resources, and establishing fair accountability systems with regular feedback. These measures create an ecosystem where teachers can thrive professionally while improving student learning outcomes. By addressing these interconnected factors holistically, schools can build sustainable frameworks for teaching excellence. The ultimate goal is creating environments where both educators and students achieve their full potential, recognizing that teacher effectiveness remains the cornerstone of educational quality.

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